

**Unit #2 Title:** Presenting: Me!

**Lesson Title:** Who Really Gets Hired?

**Lesson 2 of 2**

**Grade Level:** 4

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success.

**Grade Level Expectation (GLE):**

CD.9.B.04.a.i: Identify the components of a portfolio.

**American School Counselor Association (ASCA):**

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

Guest Speaker who owns or manages a business in the community (restaurant, video store, car wash).

Transparency of a sample Resume' and information from a portfolio.

*Interview Questions Activity Sheet*

*Personal Portfolio Folder* (from Lesson 1)

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual, and oral presentations and works
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

### Lesson Assessment (acceptable evidence):

Students are able to ask appropriate questions (using the *Interview Questions* Activity Sheet) about what an employer looks for in an employee and how he or she verifies information. Following the interview with the employer, students will compare their criteria for employees with what they learned from businessperson.

### Lesson Preparation

**Essential Questions:** Why would an employer need to know about a possible workers skills and experience? How can you prepare yourself for being hired?

**Engagement (Hook):** Prior to the guest speaker's arrival, the counselor will show students a copy of the Guest Speaker's Resume' (in brief form...personal qualities, education, training, work experience). The counselor will work with students to develop interview questions to be asked by the employer using the *Interview Questions* Activity Sheet. Guide students to consider questions that will help them learn what is in a portfolio (e.g., What personal strengths do you bring to this job? What is your past work experience? Where did you get your training? How do you know a person gets along with other people?) Review what a portfolio is and should have in it? (e.g. a folder, file or case with information about that interviewee's personal qualities, education, training and work history. The interviewee should provide sample documents of their work or studies). Review the information from the students Personal Portfolio Folder used in Lesson 1. The group will introduce the Guest Speaker and the students that he/she will talk about things employers look for when considering someone for employment.

### Procedures

Instructor Procedures:	Student Involvement:
1. Introduce speaker and open the interview. Be prepared to coach students in the asking of questions if they have not participated in an interview. Use questions from the... <i>Interview Questions</i> Activity Sheet. Each student should put their Activity Sheet in their Personal Portfolio Folder.	1. Students will generate questions to ask guest speaker during interview.
2. Students will be selected to ask certain	2. Students will ask questions that are

<p>questions written on their <i>Interview Questions</i> Activity Sheet. After the interview, synthesize the information the businessperson provided about portfolios with the criteria the students identified in Lesson I.</p>	<p>relevant to discussion of hiring employees.</p>
<p>3. Ask students to consider questions such as: What did you learn about what is important for employers to know about a future employee? Why were those items important to know?</p>	<p>3. Students will participate in discussion of prior learning and new learning.</p>
<p>4. Why were others not so important to know? How have your ideas changed since you made your first list? What new information did you learn?</p>	<p>4. Students will generate their own ideas as well as answer your questions.</p>
<p>5. Close lesson by talking about portfolios as a way to present himself or herself to an employer. Encourage students to keep their Personal Portfolio Folder up to date, ask them to evaluate the contents to determine what a teacher/employer might say about them if the portfolio was the only information available.</p>	<p>5. Students will continue the critical thinking process.</p>

### Teacher Follow-Up Activities

Encourage students to add items and projects to their portfolio regularly.

### Counselor reflection notes (completed after the lesson)

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Activity Sheet

## *Interview Questions*

Question 1: \_\_\_\_\_.

Answer and comments: \_\_\_\_\_

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Question 2: \_\_\_\_\_.

Answer and comments: \_\_\_\_\_

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Comments about information shared during the interview.